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ABSTRACT

Theories about helping behavior have branched into two basic areas: egoistic and altruistic. Egoistic theories describe helping as being induced by sadness or distress; the Empathy-Altruism hypothesis contends that people help when they feel empathy for another in need. Fultz, Schaller, and Cialdini (1988) looked at the possibility that three emotions--sadness, distress, and empathy--may increase helping. The intent of this study was to demonstrate the occurrence of helping in a situation in which only empathy is evoked and therefore can be the only emotion to affect the helping response. College students (N=60) were randomly divided by an instruction set into either high or low empathy groups. These subjects were asked to listen to two radio programs and to evaluate them as part of a media evaluation task. After each tape, the student completed a media evaluation and an emotional response questionnaire. The first tape was used to obtain a emotional response baseline. The second tape presented a helping situation free of sadness and distress. The situation described a student, of the same gender as the participant who was raising money for an educational trip abroad by stuffing 25,000 envelopes for a fee of $1,500. Later each student was given an opportunity to stuff envelopes for the interviewee. There was no difference between high and low empathy instruction groups on self-reported empathic listening. However, female participants who reported listening empathically helped significantly more than those who did not. Their emotional response questionnaire scores showed no change in sadness or distress but a significant increase in empathy. Findings suggest that a situation free of sadness and distress can evoke empathy which is associated with greater helping among female subjects, offering partial support for the Empathy-Altruism hypothesis. (Author/ABL)

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Empathy and Helping in a Non-Distress Situation

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Running Head: Empathy Without Distress

Abstract

Theories about helping behavior have branched into two basic areas: egoistic and altruistic. Egoistic theories describe helping as being induced by sadness or distress, which leads people to help in order to relieve these negative feelings (Manucia, Baumann and Cialdini, 1984). The Empathy-Altruism hypothesis contends that people help when they feel empathy for another in need (Toi and Batson, 1982). Fultz, Schaller and Cialdini (1988) looked at the possibility that three emotions - sadness, distress and empathy - may increase helping. The intent of this study is to demonstrate the occurrence of helping in a situation in which only empathy is evoked and therefore can be the only emotion to affect the helping response. Sixty college students were randomly divided by an instruction set into either high or low empathy groups. These subjects were asked to listen to two radio programs and evaluate them as part of a media evaluation task. After each tape, the student completed a media evaluation and an emotional response questionnaire (ERQ). The first tape was used to obtain a emotional response baseline. The second tape presented the helping situation free of sadness and distress. The situation described a student, of the same gender as the participant, who was raising money for an educational trip abroad by stuffing 25,000 envelopes for a fee of $1500. Later each student was given an opportunity to stuff envelopes for the interviewee. There was no difference between high and low empathy instruction groups on self-reported empathic listening. However, female participants who reported listening empathically helped significantly more than those who did not. Their ERQ scores showed no change in sadness or distress but a significant increase in empathy. Findings suggest that a situation free of sadness and distress can evoke empathy which is associated with greater helping among female subjects, offering partial support for the Empathy-Altruism hypothesis.

Empathy and Helping in a Non-Distress Situation

Research in helping behavior has been an area of two opposing hypotheses. Some researchers have suggested that helping is egoistic and that people help either to relieve their distress, to relieve their sadness, or to avoid negative social evaluation (Archer, Diaz-Loving, Gollwitzer, Davis and Foushee, 1981; Manucia, Baumann and Cialdini, 1984; Cialdini, Schaller, Houlihan, Arps, Fultz and Beaman, 1987; Schaller and Cialdini, 1988). Some researchers have suggested that helping behavior is truly altruistic in nature (Krebs, 1975; Batson, Duncan, Akerman, Buckley, and Birch, 1981; Toi and Batson, 1982; Batson, O'Quin, Fultz, Vanderplas and Isen, 1983; Batson, et al. 1988; Batson, et al. 1989). The Empathy-Altruism Hypothesis, suggested by Batson et al. (1981), argues that people will help others in need not to relieve their own distress but because they feel empathy for the person in need. They demonstrated that when self-rated empathic subjects or self-rated distressed subjects were placed either in a difficult escape situation or an easy escape situation, subjects in the empathy group helped as often when it was easy to escape as they did when it was difficult to escape. Distressed subjects helped only when the level of escape was difficult. Therefore, subjects who feel empathy are more likely to help the person in need without consideration of the situation at hand. Subjects who are more distressed weigh the situational factors before offering help. If they feel that they can easily escape from the helping situation without any negative consequences they

are less likely to help. Toi and Batson (1982) found that when empathy is manipulated into high and low conditions that those in the high empathy group helped just as much in the easy escape as in the difficult escape condition.

Egoistic research has been lead by the belief that there are others factors at work in the helping situation. Archer, Diaz-Loving, Gollwitzer, Davis and Foushee (1981) found that subjects, who are placed in a situation where empathy is felt, are more emotional. Under these circumstances, they believe subjects experiencing high levels of dispositional empathy may allow social evaluation to affect their helping behavior. Because they are highly emotional, they may be more likely to be conscious of how others perceive them. The results showed that subjects high in dispositional empathy who were placed in a high evaluation situation helped more than subjects high in dispositional empathy who were placed in a low evaluation situation. Smith, Keating and Stotland (1989) also found that motivation to help in a situation appeared to be limited to conditions in which the witness expected renewed exposure to the help recipient. However, Fultz, Batson, Fortenbach, McCarthy and Varney (1986) found that although manipulated and self-reported high empathy subjects were under a low level of social evaluation (giving their responses verbally vs. anonymously writing their responses), they still helped. Furthermore, Dovidio, Schroeder, Houlihan, Arps and Fultz (1990) found social evaluation, when controlled at a low level, did not deter a helping response among

subjects who were manipulated into empathy groups by perspective taking instructions.

Another set of researchers believe that distress and empathy may not be the only two emotions working in the helping situation as Batson, Fultz, Schoenrade (1987) had predicted. The Negative-State Relief Hypothesis states that subjects help others to relieve their own negative state, sadness, caused by the situation (Manucia, Baumann and Cialdini, 1984; Schaller and Cialdini 1988 and Cialdini, Schaller, Houlihan, Arps, Fultz and Beaman, 1987). When this sadness is extracted from the situation by offering the hope of a happier mood (Manucia, Baumann and Cialdini, 1984) or by praising the individual (Cialdini et al., 1987) the amount of helping decreases among high empathy subjects. Although there has been support for the Negative-State Relief Hypothesis it does not seem to be the only determinant in the helping situation. Batson et al. (1989), following a similar mood enhancement procedure, did not find the same results as Manucia, Baumann and Cialdini (1984); their results were consistent with the Empathy-Altruism Hypothesis. Furthermore, Dovidio, Schroeder and Allen (1990) measured sadness at three separate times (one initial baseline, one specific to the situation, and one general state at the conclusion) to determine what effect it had on helping behavior. They found that sadness played a role in the helping situation but it did not account for the whole helping relationship. Likewise, a study conducted by Fultz, Schaller and Cialdini (1988) suggested that all three

emotions -- sadness, empathy, and distress -- are all related but distinct components in the helping situation. They defined empathy as a neutral arousal, other-oriented feeling; sadness as a low arousal, self-oriented negative feeling; and distress as a high arousal, self-oriented negative feeling. All three emotions may be at work in the helping situation. But is there a situation in which helping may be purely altruistic? Can helping be evoked by empathy alone? Or as Fultz et al. (1988) suggests does empathy and/or its cognitive/perceptual antecedents facilitate vicarious sadness and distress which, in turn, increases the level of helping? Are the three emotions commingled and inseparable? When one emotion begins do the others follow to produce a helping response?

If empathy could be evoked without sadness or distress, one could determine whether there is truly an altruistic response based on just the empathic emotion. This study attempted to extract both distress and sadness from a helping situation by providing a non-distress situation, which only would generate empathy without sadness or distress. This empathy would be experienced as a positive emotion rather than a negative one as in present research.[1] Stotland (1969) describes empathy as an observer's reacting emotionally because he perceives that another is experiencing or is about to experience an emotion. This experience does not have to be negative; it may also be positive

[1] A non-distress situation has been looked at by Schoenrade, Batson, Brandt, Loud (1986); however, it was not applied to empathic concern. The reason for this is because Schoenrade, et. al. (1986) believed it is possible that a congruent positive emotion may be at work; however, the researchers believed it was less useful than an explanation focused on emotional attachment. Their conclusion was that the motivation to benefit another not in distress may be either egoistic or altruistic depending on whether the benefactor has some emotional attachment to the person being benefitted.

in nature. For example, a person may be moved by another's pain to help the other or a person may be moved to help another to attain or sustain a happy experience.

To test these claims we set out to studied a situation free from distress or sadness or social evaluation to determine if empathy alone could provoke a helping response. This situation is positive rather than the distressful situations found in most research. Both female and male subjects were considered even though much research in the area of empathy and helping behavior has concentrated on female subjects. This concentration is due to the fact that they are more responsive to emotions. A significant amount of helping should occur within the high empathy group with the only emotional change being in empathy. This situation would show that empathy, as a positive emotion, produces altruistic helping without the effects of sadness, distress or social evaluation.

Method

Subjects

The participants were 66 introductory psychology students (both female and male) at Hope College fulfilling an extra credit option. Subjects were randomly assigned to each cell (low vs. high empathy) in a non-distress situation. Subjects were run in groups of approximately six people. Six subjects were eliminated from the analyses because they were suspicious of the procedures. The final sample included 25 males and 35 females.

Procedure

The procedure was a modified version of the one used by Toi and Batson (1982). Subjects were brought to a small room and asked to read a written introduction to the study. The introduction presented the experiment as part of an ongoing project for pilot testing new programs for the local college radio station. Subjects were asked to listen to and report their reactions to one of the available pilot tapes for each of two proposed programs: Bulletin Board, a tape of announcements of upcoming events at the college, and News From The Personal Side, a tape attempting a more personalized approach to news events. The introduction explained that all the pilot tapes were based on real events, but none of the tapes would be broadcast. The introduction also explained to the subjects that they would be asked to adopt a specific perspective while listening to the second tape because how people listen can influence their reactions to materials.

After reading the introduction, the experimenter informed the subjects that they would first listen to the Bulletin Board tape. After listening to this tape, which was 55 seconds in length, subjects completed two questionnaires. The first was the emotional response questionnaire modified by Fultz et al (1988). It consisted of 12 adjectives describing three different emotional states - sadness, empathy and distress. The subjects were asked to indicate on a 7 point scale (1=not at all, 7=extremely) how they experienced each emotion while listening to

the tape. This was used as a baseline to determine the effectiveness of the emotional response. The second questionnaire was an evaluation form for the Bulletin Board tape. This questionnaire was used only to keep consistent with the cover story. This questionnaire asked subjects to indicate how interesting, informative and worthwhile they felt the tape was to them. Listening to the Bulletin Board tape not only strengthened the cover story, but also familiarized subjects with the emotional response questionnaire which was used as a baseline measure.

Subjects then were instructed to take a certain perspective while listening to the second tape, News From The Personal Side. The written instructions described the specific listening perspective that subjects should take while listening to the second tape. Those subjects in the observe-set condition (low empathy) read:

> While you are listening to the tape, try to pay close attention to the information presented about the situation and about the person who is being interviewed. Try to focus on the questions asked by the interviewer and the answers given by the interviewee. How was the interview set up? What questions did the interviewer ask? How clearly was the interview presented? How did it appeal to you as a listener? As you listen, be as objective as possible and concentrate only on trying to listen to the information presented in the interview.

Subjects in the imagine-set condition (high empathy) read:

> While you are listening to the tape try to imagine how the person in the tape feels. Try to take the perspective of the person who is being interviewed. How does the person feel about what has happened? How has it affected the person's life? Try not to concern

> yourself with attending to all the information presented. Concentrate on trying to imagine how the person interviewed on the tape feels.

After reading these instructions, subjects listened to the tape of News From The Personal Side. The tape involved a non-distress situation in which a student was planning an educational semester in Hong Kong. The student was of the same gender as the subject - Carol (female) or Richard (male). While in Hong Kong the student (for our purposes - Carol) intends to carry a normal class load but also plans to concentrate on a research project involving an intense look at the Chinese culture. The program is arranged through another larger university and all of the tuition expenses are covered through the program. However, Carol is responsible for raising the air fare to Hong Kong which will be over $1000. To raise this money Carol signed with a mass marketing firm to stuff envelopes for an upcoming sales promotion. Carol has to stuff 25,000 envelopes within the next month to receive $1500. If she does not complete all of the envelopes by the end of the month then she will receive only $300. If the money cannot be raised Carol will have to forfeit her spot on the trip and attend Hope College and conduct her research from the States.

After subjects listened to the tape, they completed the emotional response questionnaire. At this point, the experimenter passed out a manila envelope addressed to "Carol." The experimenter explained that she knew nothing about it, but that the professor in charge of the research had asked that it be

given to the student who had listened to that particular tape. The experimenter explained that once all materials had been read and filled out they were to be returned in the envelope and placed in the manilla envelope at the desk. This was to prevent subjects from feeling any social evaluation to help . The experimenter then left.

Inside the envelope was a letter from the professor in charge of the research explaining Carol's need for assistance in getting volunteers to help stuff envelopes. Also in the envelope was a handwritten letter from Carol outlining more clearly her need and asking subjects for her help in stuffing envelopes to raise funds for her educational trip.

There was also a sheet of paper which subjects could fill out if they were interested in helping Carol. It asked subjects to indicated how many hours they were willing to spend stuffing envelopes. The range of hours was 30 minutes to 1 hour, 1 1/2 hours to 2 hours, 2 1/2 hours to 3 hours, and 3 1/2 hours to 4 hours. At the bottom of this sheet there also was a number to call to set up times to help Carol stuff envelopes.

Once the materials were placed in the manilla folder the experimenter returned and asked them to fill out one more questionnaire, "The News From the Personal Side" evaluation form. This was identical to the "Bulletin Board" evaluation with several additional items pertaining to the likability of Carol/Richard and the perception of need and how carefully they followed the perspective taking instructions.

After this questionnaire was completed, the subjects were probed for suspicion and debriefed.

Results

On the "News from the Personal Side" evaluation there were two questions which pertained to the effectiveness of the instruction set. These questions asked the subjects to identify on a 5-point scale (1=not at all, 5=extremely) how much they paid attention to the feelings of the interviewee and how closely they paid attention to the information presented. Responses of subjects in the high empathy group (imagine set) ($\bar{x}$ = 3.73) did not differ from those in the low empathy group (observe set) ($\bar{x}$ = 3.50) on empathy (paying attention to feelings) ($p < .46$). No difference was found for concentration on information (technical aspects of the interview) among the high empathy ($\bar{x}$ = 3.67) and low empathy ($\bar{x}$ = 3.83) groups ($p < .35$). In fact, there was a positive correlation ($r = .42$, $p < .00$) between the two variables. Additional manipulation checks for likability and importance of the project to the interviewee showed no difference between the high empathy group (likability $\bar{x}$ = 3.63; importance $\bar{x}$ = 4.43) and low empathy group (likability $\bar{x}$ = 3.40; importance $\bar{x}$ = 4.56). The difference between the amount of the helping offered by those who read the imagine set condition versus those who read the observe set condition showed that the helping response among high empathy ($\bar{x}$ = .60) and low empathy ($\bar{x}$ = .43) groups was insignificant ($p < .36$).

We did a median split of the empathy manipulation check item to classify subjects into naturally occurring high and low empathy groups. The manipulation check on empathy was based on a 5-point scale (1=not at all, 5=extremely) in which subjects identified how much they paid attention to the feelings of the either Carol or Richard on the News From The Personal Side interview. Those who answered 1-3 were placed in low empathy/paying less attention to feelings group (21 subjects -- 10 males and 11 females) and those who answered 4-5 were placed in high empathy/ paying more attention to feelings group (39 subjects -- 15 males and 24 females).

A multivariate analysis of the baseline and concluding Emotional Response Questionnaire (ERQ) was performed based on the newly formed high and low self-reported empathy groups to determine if there was an interaction. The baseline measure occurred after the "Bulletin Board Broadcast", while the concluding measure of the ERQ occurred after "The News From the Personal Side." Comparison of the Emotional Response Questionnaires (ERQ) measures, for female subjects, showed a significant interaction only in the empathic emotion ($p < .02$). Both sadness and distress did not change significantly (sadness $p < .66$, distress $p < .30$). Simple main effects for empathy showed concluding empathy changed significantly from the baseline for subjects paying more attention to feelings (base. $\bar{x} = 1.87$, con. $\bar{x} = 4.15$) and subjects paying less attention to feelings (base. $\bar{x} = 2.27$, con. $\bar{x} = 3.21$). There was also a significant difference

between low and high self-reported empathy only at the concluding measure (See Figure 1).

Insert Figure 1 about here

Comparison of the ERQs for males produced significant interactions in both empathy and sadness (empathy $p < .06$, sadness $p < .05$, distress $p < .21$). Simple main effects for empathy reveal significant changes between baseline and concluding empathy only in subjects paying more attention to feelings (base. $\bar{x} = 2.03$, con. $\bar{x} = 3.53$). There also were differences in high empathy ($\bar{x} = 3.53$) and low empathy ($\bar{x} = 2.38$) on the ERQ given after the "News From the Personal Side" interview. Finally, simple main effects for sadness showed a significant difference in high empathy subjects ($\bar{x} = 2.68$) and low empathy subjects ($\bar{x} = 1.40$) in the initial ERQ; while, there was a significant change in sadness only among the high empathy subjects (base. $\bar{x} = 2.68$; con. $\bar{x} = 2.18$) (See Figures 2 & 3).

Insert Figures 2 & 3 about here

Chi-Square Analysis was performed on high empathy (more attention to feelings) versus low empathy (less attention to feelings) groups by help offered versus no help offered. The helping response was collapsed into two groups (no help versus help) because most responses of help fell into the category of 30 minutes to one hour. This analysis showed that high empathy subjects helped significantly more than low empathy subjects ($p<$

.02). When gender was considered a Chi-Square analysis showed a significant amount of helping for females in the high empathy group ($p < .03$). There was no difference in helping among high and low empathy groups for males ($p < .29$) (See Table 1).

Insert Table 1 about here

Discussion

The purposes of this study was to provide an empathic situation free of sadness or distress to determine whether a truly altruistic response would emerge. This type of helping response would be consistent with the Empathy-Altruism hypothesis which contends that people help because they feel that the person is in need. The results obtained partially support this hypothesis. For female subjects, a situation was created in which the only significant emotional change was empathy. This change in empathy was from a low amount in the baseline to a high amount in the concluding ERQ. For both sadness and distress there was no significant changes. Showing that the situation set before the subjects was free of sadness and distress. Within this situation, those female subjects, who reported listening more empathically, helped more than those females, who reported listening less empathically.

Although helping occurred among subjects who listening empathically, the study failed to manipulate the subjects into high and low empathy groups which accounts for the nonsignificant amount of helping based on the instruction set. There are two

possible explanations for these results. The first explanation is that subjects may have a disposition toward one state or another - having either high or low empathy. This may not have been able to be overridden by the instruction set due to the strength of the disposition. Another explanation is the possibility that the subjects did not pay sufficient attention to the instruction set and therefore followed there own dispositional setting toward empathy. This explanation seems to be supported by the positive correlation that was found. The two opposing manipulation checks one for listening to information and one for listening to empathy showed a positive relations rather than a negative one. This positive correlation does not coincide with information provided by past studies concerning this instruction set. Possible future studies should look at the possibility of increasing the power of the instructional set by considering a deeper level of processing.

The second explanation is based on the fact that the manipulation checks were based on a five-point scale compared to an emotional response questionnaire (ERQ) which was based on a seven-point scale. The manipulation checks means moved in the right direction; however, they were insignificant. Significant results may have been obtained within the instruction set if the scales were synonymous with that of the Emotional Response Questionnaire (ERQ).

These explanations would account for the insignificance in the helping response by the instruction set groups. The helping

response moved in the right direction with 60% of the high empathy manipulation group helping versus 43% of the low empathy manipulation group helping; nevertheless, it was not significant. This insignificance may also be the result of the subject's unwillingness to commit to a specific amount of time due to the variable time schedule which many students hold.

However, when empathy was measured by the subject's self-reported empathic response a significant amount of helping emerged. This significant amount of helping was produced in a situation free of both sadness and distress and therefore the helping response is associated with empathy alone. When these results are broken down by gender, the results are significant only for the female subjects. This is consistent with much research done in the area of empathy - - that females are more responsive to an emotional state. Overall, this significant helping response, among female subjects who listened empathically, in a situation free of sadness and distress is consistent with the Empathy-Altruism Hypothesis. However, it is still unclear as to why there was not a significant amount of helping found in the male subjects. Although there was an increase in the amount of empathy felt, males did not significantly help more. There was also a significant decrease in sadness among the male subjects after listening to the tape. It is possible that the decrease in sadness may have caused them not to offer help. This is consistent with the Negative-State Relief Hypothesis which states that people help to relieve their

sadness and if this sadness can be relieved in some other way, they may not offer help. This sadness is usually relieved through a positive mood change or praise of the individual. However, if the male subjects felt that their emotional sadness was lessened they may have been less likely to help.

In sum, partial support is provided for the Empathy-Altruism Hypothesis. Among females, a situation has been created in which only empathy is provoked. In this situation a significant amount of helping is found in those subjects who reported to listened empathically. It seems that in some situations, there is the possibility that humans may be altruistically motivated to perform an act of kindness to another.

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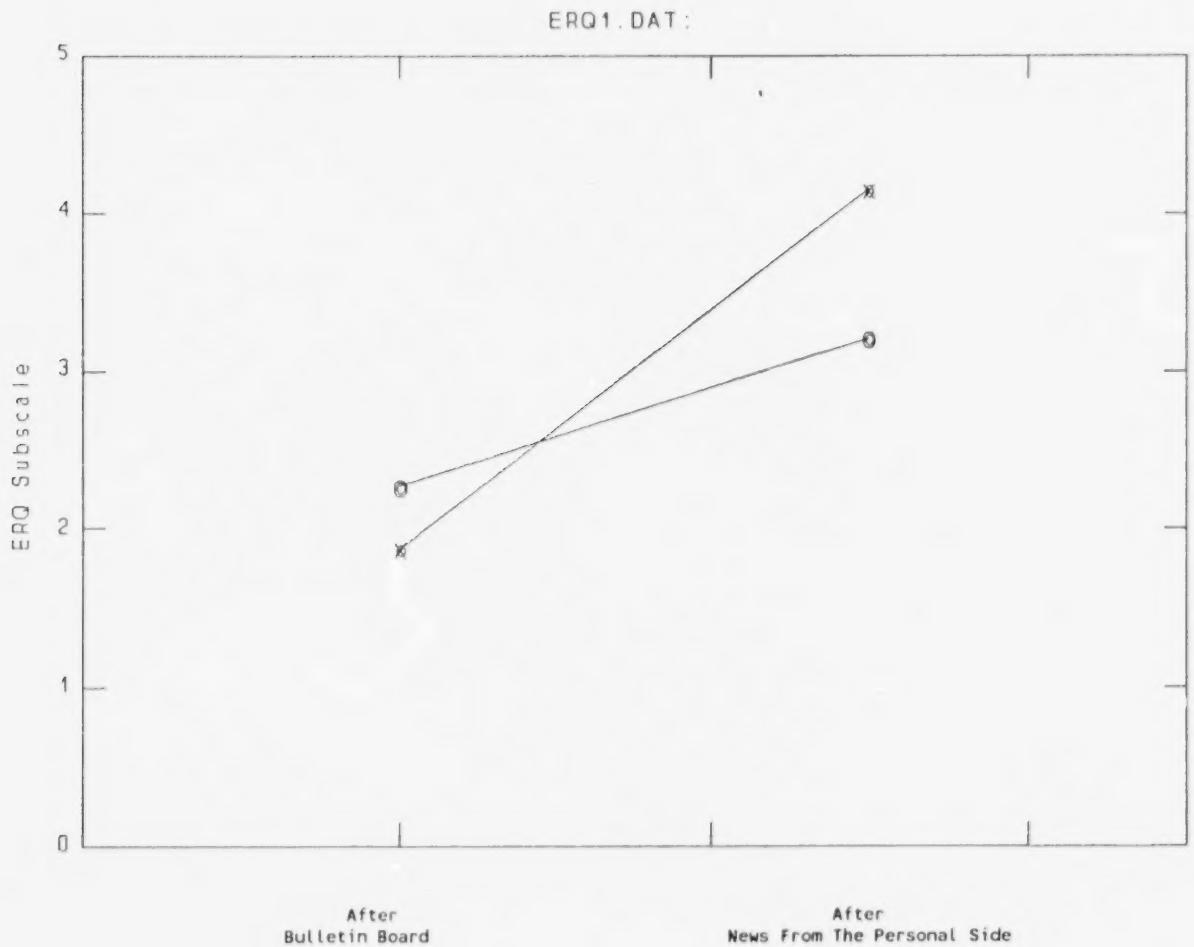
Figure 1. Female's Self-Reported Empathy By ERQ Subscale For Empathy.

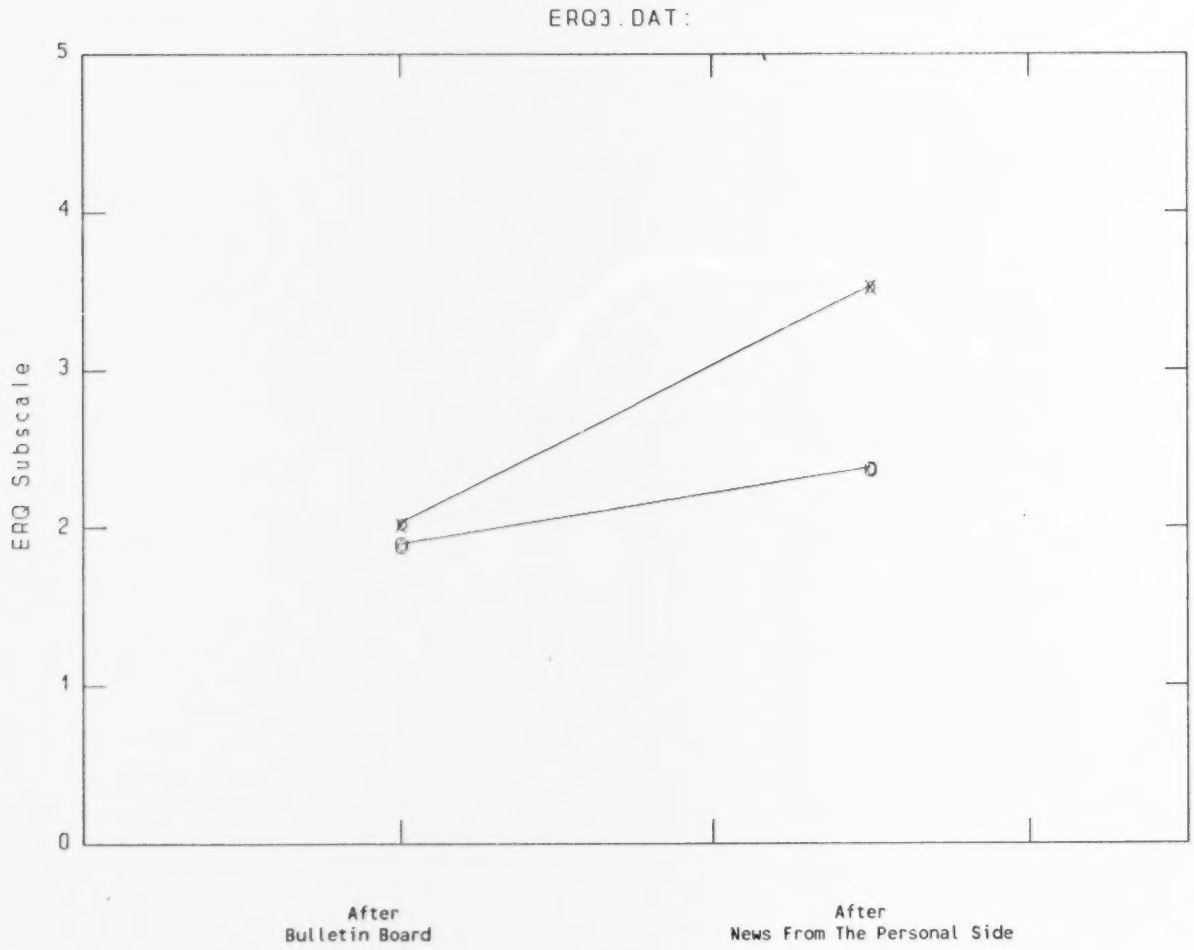


Significance $p < .02$

O = Low Self-Reported Empathy (less attention paid to feelings)

X = High Self-Reported Empathy (more attention paid to feelings)

Figure 2. Male's Self-Reported Empathy By ERQ Subscale For Empathy.

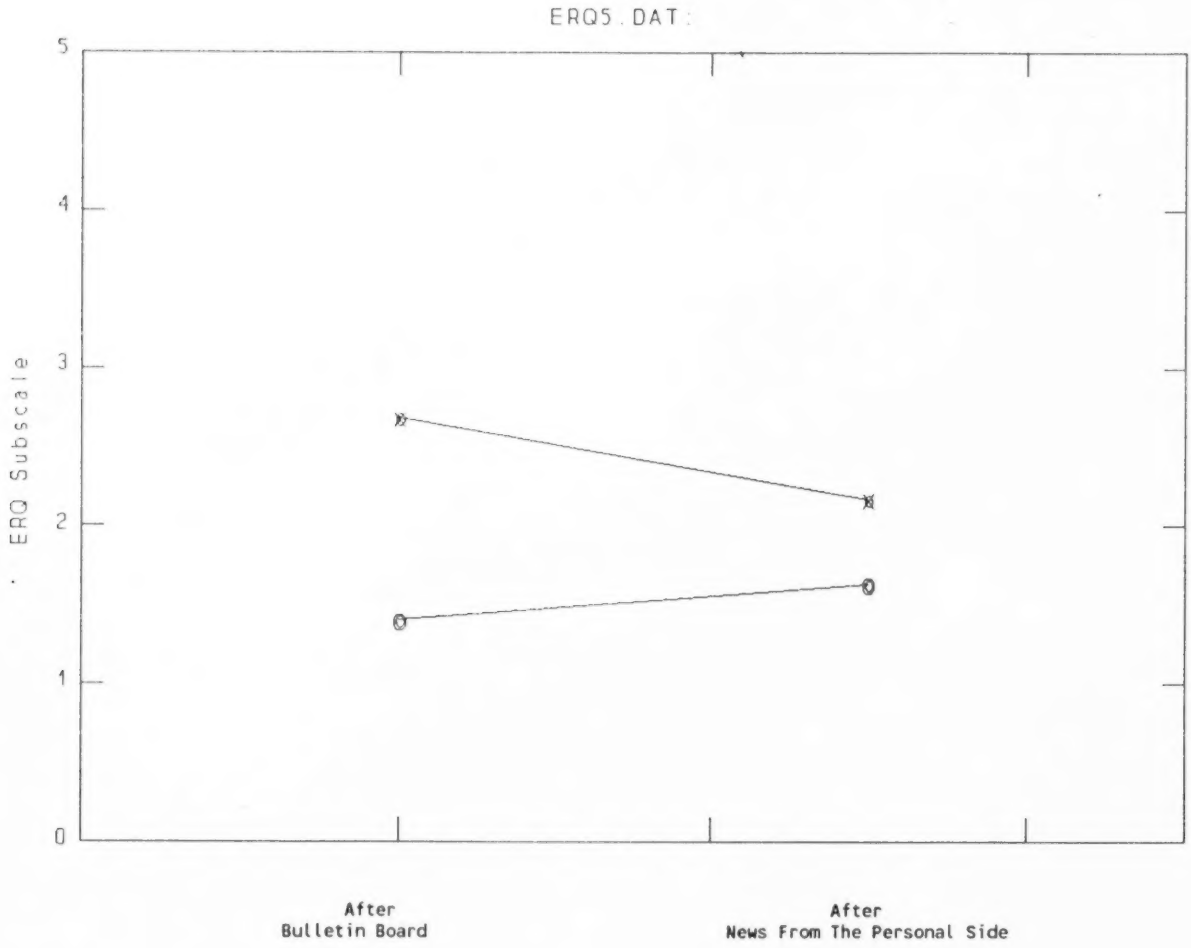


Significance $p > .06$

O = Low Self-Reported Empathy (less attention paid to feelings)

X = High Self-Reported Empathy (more attention paid to feelings)

Figure 3. Male's Self-Reported Empathy By ERQ Subscale For Sadness.



Significance $p < .05$

O = Low Self-Reported Empathy (less attention paid to feelings)

X = High Self-Reported Empathy (more attention paid to feelings)

Table 1 Chi Square Analysis of Self Reported Empathy by Helping (no help versus help) split by Gender

MALE

Empathy	Helping Behavior 0	Helping Behavior 1	
Low	8 (80%)	2 (20%)	40%
High	9 (60%)	6 (40%)	60%
	68%	32%	

Significance $p < .29$

FEMALE

Empathy	Helping Behavior 0	Helping Behavior 1	
Low	9 (82%)	2 (18%)	31.4%
High	10 (42%)	14 (58%)	68.6%
	54.3%	45.7%	

Significance $p < .03$

Emotional Response Questionnaire

Please indicate on the seven point scale how much you experienced each emotion during the evaluation of the interview. Please try to get your first impression rather than thinking a great deal about each emotional response.

		not at all			moderately			extremely
1.	Softhearted	1	2	3	4	5	6	7
2.	Feeling low	1	2	3	4	5	6	7
3.	Compassionate	1	2	3	4	5	6	7
4.	Uneasy	1	2	3	4	5	6	7
5.	Sad	1	2	3	4	5	6	7
6.	Heavyhearted	1	2	3	4	5	6	7
7.	Sympathetic	1	2	3	4	5	6	7
8.	Disturbed	1	2	3	4	5	6	7
9.	Touched	1	2	3	4	5	6	7
10.	Distressed	1	2	3	4	5	6	7
11.	Troubled	1	2	3	4	5	6	7
12.	Low-spirited	1	2	3	4	5	6	7

Letter from the Professor

Dear Student:

When I was previewing the pilot tapes for the News From the Personal Side program, I noticed that Carol/Richard needs the help of students so that she/he can raise money for her/his educational trip. It occurred to me that since you are now knowledgeable of her/his situation that you might be able to help her/him. Therefore, I contacted Carol/Richard and asked her/him if she/he would like to write you a letter explaining her/his situation and asking for your help. At first she/he was reluctant to do so, because she/he did not want to impose on you. But since the deadline is fast approaching, she/he has at last agreed to write. Her/His letter is enclosed.

I would like to ask you to read it carefully, and to respond or not as you wish. Of course, your participation in this study in no way obligates you to help Carol/Richard; it is entirely up to you. Although the assistant conducting this study knows nothing about Carol/Richard's situation, if you wish to help you should fill out the enclosed sheet, place it in the envelope marked "Carol/Richard," and place it in the manilla folder at your desk.

Thank you for your time.

Dear Student: (hand written)

Dear Student:

I have recently been accepted to attend a university in Hong Kong for the semester through a program at the University of Michigan. I am very excited about the opportunity to attend classes in Hong Kong and learn about the Chinese culture while at the same time conducting research. The University of Michigan's program covers my tuition cost; however, it does not cover my air fare. To cover this portion of my trip I signed with a mass marketing firm to stuff 25,000 envelopes within the next month for an upcoming sales promotion. If I complete the project I will receive $1500 which will completely cover my air fare. But if I don't complete the project I receive only $300 and will be unable to cover the air fare. If this turns out to be the case, I plan to stay on campus. I will conduct my research from a distance rather than grasping the real life experience from overseas. My instructor said that you may be willing to help me by setting up a time to stuff envelopes. Any help that I could receive would be greatly appreciated. I hope you will be able to help me.

Carol/Richard

If you would like to help Carol/Richard please read and fill out the following page.

Carol/Richard provided a number where to reach her/him if you are interested in helping (this number is below). However, we would like an approximate number of hours each person would be willing to spend helping Carol/Richard stuff envelopes. Please circle the amount of hours you would be willing to commit.

30 minutes - 1 hour

1 1/2 hours - 2 hours

2 1/2 hours - 3 hours

3 1/2 hours - 4 hours

Thank you for your cooperation and willingness to help Carol/Richard.

AFTER COMPLETING THIS FORM, PLACE THIS (ALONG WITH THE REST OF THE SHEETS) IN THE ENVELOPED MARKED "CAROL/RICHARD", SEAL IT AND PLACE IT IN THE MANILLA FOLDER AT YOUR TABLE.

(Tear off Below)

Richard/Carol's Phone # 394-1472

News From The Personal Side Interview

Interviewer: This week's segment of The News From The Personal Side Interview concentrates on the overseas experience that many students take advantage of while they are in college. Hope College offers many types of programs from trips to England, France and Scotland to the Vienna Summer School program. However, one student in particular has opted to make his/her own overseas program to Hong Kong to satisfy her/his interest in the Chinese Culture. This student is Carol/Richard Renkema. Hello, Carol/Richard.

Student: Hello, _____

Interviewer: Can you tell us how you first became interested in going to Hong Kong and how you set it up the program?

Student: My interest in the Chinese Culture developed when I was in high school and I have broadened this interest by currently concentrating on a major in history and foreign relations while at college. However, I plan this year to conducted some research on the Chinese Culture and I figured that a good way to do this is to be immersed into the Chinese culture overseas. That is where the Hong Kong program comes in. I had heard from a professor that the University of Michigan has a program set up in which U.S. students attend a university in Hong Kong and are housed by host families. So I applied with the thought that I probably would not be accepted due to my college experience thus far and not being associated with the University of Michigan. However, I was accepted for the Spring Term Program and will be attending classes at a local university and conducting my research on societal norms in Hong Kong.

Interviewer: This is a great opportunity for you as a student. But please tell us how you plan to cover the cost of this program?

Student: Well that tend to get a bit tricky. First of all the University of Michigan program, itself, covers my tuition cost through financial aid. This cost is about equal to the cost of attending Hope College for a semester. However, my air fare and other expenses are what I must personally cover. So to cover these costs I have signed up with a mass marketing firm, through the local newspaper, to stuff 25,000 envelopes within the next month for an upcoming sales promotion. If I accomplish this task I will receive $1500 which will surely cover my costs. However, if I do not complete the full project I only receive $300.

Interviewer: What will happen if you do not cover your costs?

Student: Then I plan to spend Spring Term here at Hope College and conduct the research here. This alternative is somewhat less desirable and

the experience and the benefits to my research would be inferior to the overseas experience but they would still be very tolerable.

Interviewer: Well we wish you luck in that your overseas program will work out for you and that will gain much knowledge and experience from the overseas encounter.

Bulletin Board Announcement

This is the Bulletin Board News from WTHS at Hope College bringing you the campus events for the week ending September 8, 1991.

This week the Knickerbocker bring Citizen Kane to the theater. Daily showtimes are at 7:00 and 9:20.

Also our own SAC Committee is showing "Don't Tell Mom the Babysitter is Dead" in Winants Auditorium, Friday and Saturday at 7:00 and 9:00 p.m.

This week in Sports the Women's Soccer Team takes on Rockford on Friday at 2:00 p.m. and the Men's Soccer team faces a double header as they play North Park on Friday at 4:00 p.m. and Saturday at noon.

The Hope College Football team also kicks off it's first home game this Saturday against Findlay at 1:30 p.m. So come out and support Hope Athletics as well as joining Hope College in celebrating Community Day.

If your looking for something to do then get involved in a Student Organization. Student organizations meeting this week include:

Students For Christ - Tuesday at 9:00 p.m. in the Maas Auditorium

Environmental Issues Group - Wednesday at 6:30 p.m. in Lubber's Loft

InterVarsity Christian Fellowship - Wednesday at 8:30 p.m. in the Maas Auditorium

AND

Black Coalition - Sunday at 5:00 p.m. in Phelps Barber Room.

Do you have a major or are you looking for a specific area of concentration within your major? Well found out more about your major through departmental seminars.

Thursday at 6:30 p.m. the Communication Department will have a talk on "Time Management" in Vanderwerf 102.

Friday the Geology Department has a seminar entitled "Cruising the Colorado River," which includes a slide presentation and narration by Dr. John Bartley. This seminar will be in Peale Room 50 at 2:30 p.m.

Also come find out what your fellow Biology and Chemistry students did this summer:

Biology Student Research session will be on Friday in the Maas Auditorium from noon until 4:30 p.m. and Chemistry Merck Student research Symposium will be held in Peale room 50 at 3:30 p.m.